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Experiences in Teaching and Learning

Student agreement regarding adequacy of didactic content and practical experiences of vaccination clinic business operations

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ABSTRACT

Background and purpose: To report student perceived adequacy regarding didactic content and practical experiences of vaccination clinic business operations.

Educational activity and setting: Didactic content, a case study, and practical experiences regarding vaccination clinic business operations were implemented in related lectures of a Pharmacy Business and Entrepreneurship (PBE) elective and the college of pharmacy sponsored vaccination clinics. An online survey was used to evaluate student perceived adequacy of didactic content and practical experiences of vaccination clinic business operations.

Findings: Mean scaled agreement was compared between students in the PBE elective versus those not in the elective. Student confidence in performing business operations was also assessed. Students in the PBE had higher mean confidence than non-elective students regarding staff management (3.23 vs. 2.73, $p = 0.04$).

Summary: Success of the interventions may be attributed to students in the PBE elective that reported a higher mean perceived adequacy of content and practical experiences and confidence in performing nearly all business operations. Still, further evaluation of interventions is being considered to assess effectiveness of learning.

Background and purpose

Pharmacy education institutions and organizations have provided students with ample immunization training and certification opportunities.^{1–3} Educated students can further develop skills through practical experience by volunteering at health fairs and vaccination clinics. Pharmacy schools have also disseminated the planning and implementation of student-led vaccination clinics as other experiential opportunities.^{4,5} However, pharmacy education literature is sparse regarding instructional content and practical experiences of business and service operations specific to vaccination clinics, as well as material offered in pharmacy courses. The Accreditation Council on Pharmacy Education Standards for the Doctor of Pharmacy degree encourages development of active learning strategies in curricula.⁶ Additionally, the Center for Advancement of Pharmacy Education guidelines inform institutions to include outcomes related to innovation and entrepreneurship for personal and professional development.^{7,8}

In 2011, the Centers for Disease Control and Prevention reported that supermarket or drug store pharmacies were the second most common place for receipt of the influenza vaccination among adults.⁹ Therefore students, upon becoming pharmacists, will be responsible for not only providing vaccinations, but also managing business operations associated with vaccination clinics. Pharmacy

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students currently receive some instructional content concerning business management, implementation, and operation of clinical services.¹⁰⁻¹⁶ However, content and experiences specific to vaccination business operations is lacking, knowledge that many pharmacists will most likely need in practice. Moreover, some pharmacy students have expressed the need for instructional content and practical experiences of vaccination clinic business operations.¹⁷

The University of Oklahoma College of Pharmacy (OU COP) has managed mobile influenza vaccine clinics on the Health Sciences Center campuses of Oklahoma City and Tulsa for employees and covered dependents annually since 2011. The vaccine clinics have served as Introductory Pharmacy Practice Experiences (IPPE) and Advanced Pharmacy Practice Experiences (APPE) for students in the OU COP. Students in all years of the pharmacy program can volunteer to assist with the flu clinics. Students with an American Pharmacists Association (APhA) Pharmacy-Based Immunization Delivery certificate counsel and administer vaccinations to patients. Students that have not obtained immunization certificates assist with collection of insurance information and other clerical duties. Some pharmacy students involved with the flu clinics are also enrolled in a semester-long, three credit hour Pharmacy Business and Entrepreneurship (PBE) elective.

The PBE elective course provides pharmacy students opportunities to learn about pharmacy management through the development of a pharmacy business plan. The course also covers content on value-added services, marketing, pharmacy operations, reimbursement, and vaccinations. PBE students are also assigned a class period in the college-managed influenza vaccination clinics in active service learning. Coordinators of the elective course recognized the influenza clinics and elective course as avenues to make available additional integrated didactic content and practical experiences regarding vaccination clinic business operations as an embedded service-learning opportunity. This article reports student perceived adequacy of didactic content and practical experiences of vaccination clinic business operations.

Educational activity and setting

Participants

All students who volunteered for the Fall 2014 and 2015 campus-sponsored flu clinics were invited to complete a survey regarding adequacy of didactic content and practical experiences of vaccination clinic business operations. Student volunteers who were not in the PBE elective were included for control group comparisons, participants who did not receive elective course didactic content or experiential interventions.

Course interventions

Interventions were implemented to the PBE elective prior to the start of the Fall 2014 semester. The interventions selected were based on input and preferences reported by pharmacy students who completed the PBE during previous semesters.¹⁷ The goals of the interventions were to provide additional didactic content in the form of lecture material and a longitudinal case study with complimentary practical experiences during the college-sponsored influenza clinics. Expected outcomes from completion of the PBE elective include student competency in all domains of Bloom's Taxonomy of Learning and confidence in performing business operations associated with the implementation of a vaccination clinic. Didactic content and practical experiences in the elective course provided information to a level that students can evaluate all business operations for implementation of a vaccination clinic.

The interventions to the PBE elective course were a combination of pedagogic and andragogic methods. Pharmacy literature demonstrating innovative course design provide examples of using didactic methods, active-learning strategies, and case studies.^{14-16,18,19} New lecture content on vaccine clinic business operations was strategically added to similar topics already in the PBE elective. Instructors taught business operations in accordance with topic areas in which they had experience. The longitudinal case study sessions were conducted following lectures to have a learner focused activity and to reinforce didactic content. The case study was also team-based as the students worked in their intact business plan groups. Finally, the influenza vaccine clinics were used to provide practical experiences of some business operations.

The additional vaccination clinic business operations content and experiences selected for implementation were based on previous research.¹⁷ Therefore, business operations were categorized into three domains: development, performance, and sustainability. The development operations consisted of tools to be created before clinic implementation: physician protocol and consent form. The development operations content was added to the patient care and clinical pharmacy services topic lecture. The performance operations consisted of processes needed to execute an efficient clinic: consent form review, collection of billing information, inventory management, staff management, and workflow management. Consent form review content was added to the patient care and clinical pharmacy services lecture. Staff and workflow management content was added to the pharmacy operations lecture. Collection of billing information and inventory management were added to the third-party payments and inventory lecture. The sustainability operation consisted of determining profitability based on clinic inventory, staffing, and billing information. This final operation of clinic profitability was added to the cents and sensibility lecture. [Table 1](#) exhibits the PBE course lecture schedule with accompanying business operations topics.

Case study

The longitudinal case study was titled "Development of a Vaccination Clinic Service" and consisted of roleplaying as an independent pharmacy owner who recently attended a national pharmacy meeting and learned about the benefits of offering influenza

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